

Macedonia Elementary

556 Jones Bridge Road
Blackville, SC 29817

Grades	K-6 Elementary School	
Enrollment	460 Students	
Principal	William A. Owen	803-284-3318
Superintendent	William A. Sandifer	803-284-2234
Board Chair	Steve McCormack	803-284-0215

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	50	67	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Average	No
2005	Below Average	Unsatisfactory	No

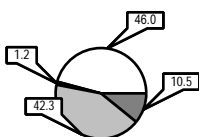
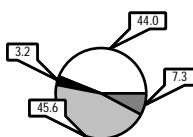
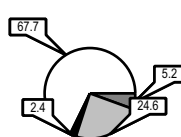
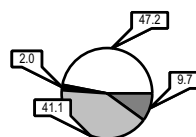
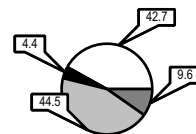
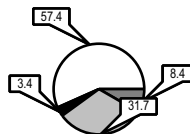
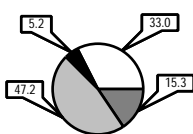
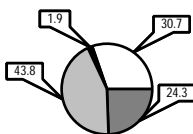
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	267	99.6	46.0	42.3	10.5	1.2	20.6	No	Yes
Gender									
Male	135	99.3	48.8	40.8	8.8	1.6	20.8		
Female	132	100.0	43.1	43.9	12.2	0.8	20.3		
Racial/Ethnic Group									
White	50	98.0	33.3	46.7	20.0	0.0	31.1	No	Yes
African American	216	100.0	48.5	41.6	8.4	1.5	18.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	204	99.5	37.2	49.5	12.8	0.5	24.5		
Disabled	63	100.0	73.3	20.0	3.3	3.3	8.3	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	266	99.6	45.7	42.5	10.5	1.2	20.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	45.7	42.5	10.5	1.2	20.6		
Socio-Economic Status									
Subsidized meals	230	99.6	47.7	41.1	10.7	0.5	17.8	No	Yes
Full-pay meals	37	100.0	35.3	50.0	8.8	5.9	38.2		

Mathematics – State Performance Objective = 36.7%									
All Students	267	99.6	44.0	45.6	7.3	3.2	22.2	No	Yes
Gender									
Male	135	99.3	41.6	48.0	6.4	4.0	23.2		
Female	132	100.0	46.3	43.1	8.1	2.4	21.1		
Racial/Ethnic Group									
White	50	98.0	33.3	46.7	17.8	2.2	35.6	No	Yes
African American	216	100.0	46.5	45.0	5.0	3.5	19.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	204	99.5	37.2	50.0	9.6	3.2	25.5		
Disabled	63	100.0	65.0	31.7	0.0	3.3	11.7	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	266	99.6	43.7	45.7	7.3	3.2	22.3		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	44.1	45.3	7.3	3.2	22.3		
Socio-Economic Status									
Subsidized meals	230	99.6	44.9	46.3	5.6	3.3	19.6	Yes	Yes
Full-pay meals	37	100.0	38.2	41.2	17.6	2.9	38.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	267	99.6	67.7	24.6	5.2	2.4	7.7
Gender							
Male	135	99.3	64.0	26.4	5.6	4.0	9.6
Female	132	100.0	71.5	22.8	4.9	0.8	5.7
Racial/Ethnic Group							
White	50	98.0	53.3	33.3	8.9	4.4	13.3
African American	216	100.0	70.8	22.8	4.5	2.0	6.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	99.5	62.2	28.7	6.4	2.7	9.0
Disabled	63	100.0	85.0	11.7	1.7	1.7	3.3
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	266	99.6	67.6	24.7	5.3	2.4	7.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	67.6	24.7	5.3	2.4	7.7
Socio-Economic Status							
Subsidized meals	230	99.6	70.1	22.9	4.2	2.8	7.0
Full-pay meals	37	100.0	52.9	35.3	11.8	0.0	11.8

Social Studies							
All Students	267	99.6	47.2	41.1	9.7	2.0	11.7
Gender							
Male	135	99.3	44.0	42.4	11.2	2.4	13.6
Female	132	100.0	50.4	39.8	8.1	1.6	9.8
Racial/Ethnic Group							
White	50	98.0	40.0	40.0	17.8	2.2	20.0
African American	216	100.0	49.0	41.1	7.9	2.0	9.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	99.5	39.9	46.3	11.7	2.1	13.8
Disabled	63	100.0	70.0	25.0	3.3	1.7	5.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	266	99.6	47.4	40.9	9.7	2.0	11.7
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	47.4	40.9	9.7	2.0	11.7
Socio-Economic Status							
Subsidized meals	230	99.6	50.0	39.7	7.9	2.3	10.3
Full-pay meals	37	100.0	29.4	50.0	20.6	0.0	20.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	60	98.3	33.9	40.7	23.7	1.7	25.4
	4	60	96.7	31.0	51.7	17.2	N/A	17.2
	5	66	100.0	53.0	36.4	10.6	N/A	10.6
	6	64	100.0	48.4	39.1	10.9	1.6	12.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	63	98.4	24.1	50.0	22.4	3.4	25.9
	4	66	100.0	49.2	44.3	6.6	0.0	6.6
	5	63	100.0	45.8	49.2	5.1	0.0	5.1
	6	75	100.0	60.9	29.0	8.7	1.4	10.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	60	98.3	37.3	49.2	13.6	N/A	13.6
	4	60	95.0	33.3	49.1	14.0	3.5	17.5
	5	66	100.0	51.5	39.4	6.1	3.0	9.1
	6	64	100.0	35.9	42.2	18.8	3.1	21.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	63	98.4	29.3	60.3	6.9	3.4	10.3
	4	66	100.0	52.5	39.3	8.2	0.0	8.2
	5	63	100.0	57.6	37.3	3.4	1.7	5.1
	6	75	100.0	36.2	46.4	10.1	7.2	17.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	63	98.4	60.3	34.5	5.2	0.0	5.2
	4	66	100.0	57.4	34.4	6.6	1.6	8.2
	5	63	100.0	88.1	10.2	1.7	0.0	1.7
	6	75	100.0	65.2	20.3	7.2	7.2	14.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	63	98.4	53.4	39.7	6.9	0.0	6.9
	4	66	100.0	32.8	55.7	11.5	0.0	11.5
	5	63	100.0	71.2	23.7	5.1	0.0	5.1
	6	75	100.0	33.3	44.9	14.5	7.2	21.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.8%	Down from 8.6%	4.0%	3.0%
Attendance rate	95.0%	Down from 95.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 9.7%	5.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 8.5%	4.1%	3.2%
Eligible for gifted and talented	8.3%	Down from 9.8%	5.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.9%	Down from 11.2%	7.8%	8.2%
Older than usual for grade	2.4%	Down from 2.7%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	21.9%	Down from 22.2%	50.0%	52.6%
Continuing contract teachers	87.5%	Up from 77.8%	79.5%	83.3%
Highly qualified teachers	100.0%	Up from 88.9%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	2.3%	0.0%
Teachers returning from previous year	82.7%	Up from 82.5%	83.8%	87.0%
Teacher attendance rate	91.9%	Down from 93.5%	95.0%	95.0%
Average teacher salary	\$35,310	Down 5.6%	\$40,348	\$41,703
Prof. development days/teacher	7.1 days	Down from 12.2 days	12.8 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.2 to 1	17.1 to 1	18.8 to 1
Prime instructional time	85.5%	Down from 87.5%	89.3%	89.8%
Dollars spent per pupil*	\$7,383	Up 7.1%	\$7,043	\$6,242
Percent of expenditures for teacher salaries*	61.1%	Up from 60.3%	64.5%	65.8%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The school year of 2004-2005 has continued to be one of many challenges as well as high expectations for student achievement. Our teachers have continued their education by enrolling in Master's Degree programs. The instructional staff has continued usage of numerous instructional strategies to aid our students. The future for our students is bright. Our teachers have begun to implement many of the activities they saw during their visits to other schools that have achieved high goals with similar student populations. The confidence of our instructional staff is evident by the actions and attitudes of our students. There continues to be more of an "I can do this" attitude exhibited by all, teachers and especially students. Our teachers are using new teaching methods that offer the students new approaches to learning and applying their knowledge.

During this past year we joined in a new partnership with Excel, a local industrial leader. They have had some of their employees come in and implement the Lunch Buddy Program. They come in once a week and have lunch with a student, discussing their behavior and academic progress. This has been very beneficial to our students.

We also have begun a "theme" painting project throughout our school. The Barnwell County Arts Council had an artist come and assist our sixth graders paint a mural in the cafeteria and Mrs. Flowers had students from the high school come and paint a mural near the media center. We are to continue in small areas to expand this "train theme" throughout the school.

This past year we made significant changes in our School Renewal Plan to begin a new five-year cycle and the input of parents was beneficial in this effort. The School Renewal Plan is a continually changing plan and we will continue to polish it until we have met the needs of all our students. Please contact the school for the opportunity to have input on this renewal plan. We have already started and need your assistance.

We are looking forward to the new year and to the PACT scores release. Please make every effort to visit the school, find out what the expectations are of your child and then assist us in meeting these expectations and the education of your child. The future is bright.

William A. Owen, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	56	48
Percent satisfied with learning environment	66.7%	90.9%	65.2%
Percent satisfied with social and physical environment	83.9%	92.5%	68.1%
Percent satisfied with school-home relations	29.0%	96.4%	64.4%

*Only students at the highest elementary school grade level at this school and their parents were included.